

# TANGOWAHINE SCHOOL

## ANNUAL REPORT

### FOR THE YEAR ENDED 31 DECEMBER 2021

#### School Directory

**Ministry Number:** 1105

**Principal:** Huw Wainwright

**School Address:** Tangowahine Valley Road, Tangowahine

**School Postal Address:** 36 Tangowahine Valley Road RD 2, Dargaville, 0372

**School Phone:** 09 439 7032

**School Email:** office@tw.s.school.nz

**Accountant / Service Provider:**

**Education**  *Services.*  
*Dedicated to your school*

# TANGOWAHINE SCHOOL

Annual Report - For the year ended 31 December 2021

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## Tangowahine School

### Statement of Responsibility

For the year ended 31 December 2021

The Board accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2021 fairly reflects the financial position and operations of the school.

The School's 2021 financial statements are authorised for issue by the Board.

Diana Melanie Drake

Full Name of Presiding Member

Mr John Wainwright

Full Name of Principal

DDrake

Signature of Presiding Member

H. Wainwright

Signature of Principal

6/7/2022

Date:

6/7/2022

Date:

# Tangowahine School

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2021

		2021	2021	2020
	Notes	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Revenue</b>				
Government Grants	2	381,218	401,272	421,407
Locally Raised Funds	3	24,348	22,600	21,955
Interest Income		752	800	1,050
		406,318	424,672	444,412
<b>Expenses</b>				
Locally Raised Funds	3	6,537	4,900	12,183
Learning Resources	4	258,364	252,569	258,692
Administration	5	53,108	41,393	44,474
Finance		455	395	719
Property	6	106,381	107,462	92,527
Depreciation	11	22,995	19,025	21,235
Loss on Disposal of Property, Plant and Equipment		-	-	84
		447,840	425,744	429,914
<b>Net Surplus / (Deficit) for the year</b>		(41,522)	(1,072)	14,498
Other Comprehensive Revenue and Expense		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		(41,522)	(1,072)	14,498

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

**Tangowahine School**

**Statement of Changes in Net Assets/Equity**

For the year ended 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Equity at 1 January</b>		253,669	224,466	236,592
Total comprehensive revenue and expense for the year		(41,522)	(1,072)	14,498
Capital Contributions from the Ministry of Education				
Contribution - Furniture and Equipment Grant		-	-	2,579
<b>Equity at 31 December</b>		212,147	223,394	253,669
Retained Earnings		212,147	223,394	253,669
<b>Equity at 31 December</b>		212,147	223,394	253,669

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

# Tangowahine School

## Statement of Financial Position

As at 31 December 2021

	Notes	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	7	106,883	87,369	49,175
Accounts Receivable	8	29,660	21,726	18,840
Prepayments		1,266	1,016	1,145
Inventories	9	3,525	3,875	3,646
Investments	10	60,425	20,000	80,000
		201,759	133,986	152,806
<b>Current Liabilities</b>				
GST Payable		5,507	3,296	7,379
Accounts Payable	12	21,273	17,415	24,584
Revenue Received in Advance	13	2,449	-	-
Provision for Cyclical Maintenance	14	38,959	1,857	6,311
Finance Lease Liability	15	2,624	2,811	2,743
Funds held for Capital Works Projects	16	49,671	-	-
		120,483	25,379	41,017
<b>Working Capital Surplus/(Deficit)</b>		81,276	108,607	111,789
<b>Non-current Assets</b>				
Property, Plant and Equipment	11	147,651	140,135	163,136
		147,651	140,135	163,136
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	14	16,000	20,448	19,100
Finance Lease Liability	15	780	4,900	2,156
		16,780	25,348	21,256
<b>Net Assets</b>		212,147	223,394	253,669
<b>Equity</b>		212,147	223,394	253,669

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.

**Tangowahine School**  
**Statement of Cash Flows**  
For the year ended 31 December 2021

		2021	2021	2020
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
<b>Cash flows from Operating Activities</b>				
Government Grants		81,770	90,777	138,106
Locally Raised Funds		25,916	22,600	21,955
Goods and Services Tax (net)		(1,872)	-	4,083
Payments to Employees		(60,439)	(42,040)	(53,385)
Payments to Suppliers		(49,998)	(46,938)	(57,880)
Interest Paid		(455)	(395)	(719)
Interest Received		792	800	1,087
Net cash from/(to) Operating Activities		(4,286)	24,804	53,247
<b>Cash flows from Investing Activities</b>				
Purchase of Property Plant & Equipment (and Intangibles)		(5,161)	(3,500)	(13,324)
Purchase of Investments		(10,425)	-	(80,000)
Proceeds from Sale of Investments		30,000	-	20,000
Net cash from/(to) Investing Activities		14,414	(3,500)	(73,324)
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		-	-	2,579
Finance Lease Payments		(2,091)	(2,536)	(2,388)
Funds Administered on Behalf of Third Parties		49,671	-	460
Net cash from/(to) Financing Activities		47,580	(2,536)	651
<b>Net increase/(decrease) in cash and cash equivalents</b>		<b>57,708</b>	<b>18,768</b>	<b>(19,426)</b>
Cash and cash equivalents at the beginning of the year	7	49,175	68,601	68,601
<b>Cash and cash equivalents at the end of the year</b>	<b>7</b>	<b>106,883</b>	<b>87,369</b>	<b>49,175</b>

The Statement of Cash Flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Statement of Cash Flows should be read in conjunction with the accompanying notes which form part of these financial statements.

## **Tangowahine School**

### **Notes to the Financial Statements**

### **For the year ended 31 December 2021**

#### **1. Statement of Accounting Policies**

##### **a) Reporting Entity**

Tangowahine School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education and Training Act 2020. The Board is of the view that the School is a public benefit entity for financial reporting purposes.

##### **b) Basis of Preparation**

###### ***Reporting Period***

The financial reports have been prepared for the period 1 January 2021 to 31 December 2021 and in accordance with the requirements of the Education and Training Act 2020.

###### ***Basis of Preparation***

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### ***Financial Reporting Standards Applied***

The Education and Training Act 2020 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as 'having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders'.

###### ***PBE Accounting Standards Reduced Disclosure Regime***

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### ***Measurement Base***

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### ***Presentation Currency***

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### ***Specific Accounting Policies***

The accounting policies used in the preparation of these financial statements are set out below.

###### ***Critical Accounting Estimates And Assumptions***

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

###### ***Cyclical maintenance***

A school recognises its obligation to maintain the Ministry's buildings in a good state of repair as a provision for cyclical maintenance. This provision relates mainly to the painting of the school buildings. The estimate is based on the school's long term maintenance plan which is prepared as part of its 10 Year Property Planning process. During the year, the Board assesses the reasonableness of its 10 Year Property Plan on which the provision is based. Cyclical maintenance is disclosed at note 14.



*Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the significant accounting policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 11.

***Critical Judgements in applying accounting policies***

Management has exercised the following critical judgements in applying accounting policies:

*Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the Statement of Financial Position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

*Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carry forward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

**c) Revenue Recognition**

***Government Grants***

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives.

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes.

This is a non-cash revenue that is offset by a non-cash expense. The use of land and buildings grants and associated expenditure are recorded in the period the School uses the land and buildings.

***Other Grants***

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

***Donations, Gifts and Bequests***

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

***Interest Revenue***

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

**d) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

#### **e) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

#### **f) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

#### **g) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses (uncollectable debts). The schools receivables are largely made up of funding from the Ministry of Education, therefore the level of uncollectable debts is not considered to be material. However, short-term receivables are written off when there is no reasonable expectation of recovery.

#### **h) Inventories**

Inventories are consumable items held for sale and comprised of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

#### **i) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

#### **j) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Gains and losses on disposals (i.e. sold or given away) are determined by comparing the proceeds received with the carrying amounts (i.e. the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

#### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the Statement of Financial Position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

#### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building Improvements	40 years
Buildings	40 years
Furniture and Equipment	5-18 years
Information and Communication Technology	4 years
Leased Assets	5 years
Library Resources	8 years
Leased assets held under a Finance Lease	Term of Lease

#### **k) Intangible Assets**

##### *Software costs*

Computer software acquired by the School are capitalised on the basis of the costs incurred to acquire and bring to use the specific software. Costs associated with subsequent maintenance or licensing of software are recognised as an expense in the Statement of Comprehensive Revenue and Expense when incurred.

The carrying value of software is amortised on a straight line basis over its useful life. The useful life of software is estimated as three years. The amortisation charge for each period and any impairment loss is recorded in the Statement of Comprehensive Revenue and Expense.

#### **l) Impairment of property, plant, and equipment and intangible assets**

The school does not hold any cash generating assets. Assets are considered cash generating where their primary objective is to generate a commercial return.

##### *Non cash generating assets*

Property, plant, and equipment and intangible assets held at cost that have a finite useful life are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable service amount. The recoverable service amount is the higher of an asset's fair value less costs to sell and value in use.

Value in use is determined using an approach based on either a depreciated replacement cost approach, restoration cost approach, or a service units approach. The most appropriate approach used to measure value in use depends on the nature of the impairment and availability of information.

If an asset's carrying amount exceeds its recoverable service amount, the asset is regarded as impaired and the carrying amount is written down to the recoverable amount. The total impairment loss is recognised in the surplus or deficit.

The reversal of an impairment loss is recognised in the surplus or deficit.

#### **m) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

#### **n) Employee Entitlements**

##### *Short-term employee entitlements*

Employee entitlements that are expected to be settled within 12 months after the end of the reporting period in which the employees provide the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned, by non teaching staff, to but not yet taken at balance date.

##### *Long-term employee entitlements*

Employee benefits that are not expected to be settled wholly before twelve months after the end of the reporting period in which the employee provides the related service, such as retirement and long service leave, have been calculated on an actuarial basis.

The calculations are based on the likely future entitlements accruing to employees, based on years of service, years to entitlement, the likelihood that employees will reach the point of entitlement, and contractual entitlement information, and the present value of the estimated future cash flows.

#### **o) Revenue Received in Advance**

Revenue received in advance relates to fees received from students and grants received where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to students, should the School be unable to provide the services to which they relate.

**p) Funds Held in Trust**

Funds are held in trust where they have been received by the School for a specified purpose, or are being held on behalf of a third party and these transactions are not recorded in the Statement of Comprehensive Revenue and Expenses.

The School holds sufficient funds to enable the funds to be used for their intended purpose at any time.

**q) Shared Funds**

Shared Funds are held on behalf of a cluster of participating schools as agreed with the Ministry of Education. The cluster of schools operate activities outside of the School's control. These amounts are not recorded in the Statement of Comprehensive Revenue and Expenses. The School holds sufficient funds to enable the funds to be used for their intended purpose.

**r) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision is a reasonable estimate, based on an up to date 10 Year Property Plan (10YPP) or another appropriate source of evidence.

**s) Financial Instruments**

The School's financial assets comprise cash and cash equivalents, accounts receivable, and investments. All of these financial assets, except for investments that are shares, are categorised as 'financial assets measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as 'financial assets at fair value through other comprehensive revenue and expense' for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings, finance lease liability, and painting contract liability. All of these financial liabilities are categorised as 'financial liabilities measured at amortised cost' for accounting purposes in accordance with financial reporting standards.

**t) Borrowings**

Borrowings on normal commercial terms are initially recognised at the amount borrowed plus transaction costs. Interest due on the borrowings is subsequently accrued and added to the borrowings balance. Borrowings are classified as current liabilities unless the school has an unconditional right to defer settlement of the liability for at least 12 months after balance date.

Borrowings include but are not limited to bank overdrafts, operating leases, finance leases, painting contracts and term loans.

**u) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

**v) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board.

**w) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

## 2. Government Grants

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Operational Grants	87,488	87,300	92,957
Teachers' Salaries Grants	216,139	218,782	213,603
Use of Land and Buildings Grants	61,631	91,713	77,814
Other MoE Grants	15,510	1,917	36,373
Other Government Grants	450	1,560	660
	<b>381,218</b>	<b>401,272</b>	<b>421,407</b>

The school has opted in to the donations scheme for this year. Total amount received was \$4,200.

## 3. Locally Raised Funds

Local funds raised within the School's community are made up of:

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
<b>Revenue</b>			
Donations & Bequests	1,264	1,000	414
Fees for Extra Curricular Activities	598	500	2,904
Trading	1,380	1,000	1,884
Fundraising & Community Grants	2,639	4,500	4,423
Other Revenue	18,467	15,600	12,330
	<b>24,348</b>	<b>22,600</b>	<b>21,955</b>
<b>Expenses</b>			
Extra Curricular Activities Costs	234	-	544
Trading	728	500	2,367
Fundraising & Community Grant Costs	338	-	859
Other Locally Raised Funds Expenditure	5,237	4,400	8,413
	<b>6,537</b>	<b>4,900</b>	<b>12,183</b>
<b>Surplus for the year Locally raised funds</b>	<b>17,811</b>	<b>17,700</b>	<b>9,772</b>

## 4. Learning Resources

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Curricular	9,467	8,150	9,103
Equipment Repairs	50	1,000	2,885
Information and Communication Technology	1,020	800	767
Library Resources	508	430	383
Employee Benefits - Salaries	246,482	240,409	242,043
Staff Development	837	1,780	3,511
	<b>258,364</b>	<b>252,569</b>	<b>258,692</b>

## 5. Administration

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Audit Fee	4,000	3,800	3,800
Board Fees	2,915	3,000	2,285
Board Expenses	1,635	2,030	1,457
Communication	1,332	1,230	1,186
Consumables	1,897	2,800	2,048
Other	805	2,820	2,894
Employee Benefits - Salaries	25,996	20,413	25,523
Insurance	192	-	265
Service Providers, Contractors and Consultancy	5,016	5,300	5,016
Healthy School Lunch Programme	9,320	-	-
	<u>53,108</u>	<u>41,393</u>	<u>44,474</u>

## 6. Property

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Caretaking and Cleaning Consumables	1,521	1,600	1,570
Cyclical Maintenance Provision	29,548	3,749	3,615
Grounds	7,821	5,500	5,292
Heat, Light and Water	4,568	3,900	3,562
Repairs and Maintenance	1,292	1,000	674
Use of Land and Buildings	61,631	91,713	77,814
	<u>106,381</u>	<u>107,462</u>	<u>92,527</u>

In 2021, the Ministry of Education revised the notional rent rate from 8% to 5% to align it with the Government Capital Charge rate. This is considered to be a reasonable proxy for the market rental yield on the value of land and buildings used by schools. Accordingly in 2021, the use of land and buildings figure represents 5% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

## 7. Cash and Cash Equivalents

	2021	2021	2020
	Actual	Budget	Actual
	\$	(Unaudited)	\$
Bank Accounts	93,223	87,369	49,175
Short-term Bank Deposits	13,660	-	-
Cash and cash equivalents for Statement of Cash Flows	<u>106,883</u>	<u>87,369</u>	<u>49,175</u>

The carrying value of short-term deposits with original maturity dates of 90 days or less approximates their fair value.

Of the \$106,883 Cash and Cash Equivalents \$65,733 is held by the School on behalf of the Ministry of Education. These funds have been provided for the Ministry as part of the school's 5 Year Agreement funding for upgrades to the school's buildings. The funds are required to be spent in 2022 on Crown owned school buildings.

## 8. Accounts Receivable

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Receivables	10,745	-	-
Banking Staffing Underuse	4,900	9,990	-
Interest Receivable	161	238	201
Teacher Salaries Grant Receivable	13,854	11,498	18,639
	<u>29,660</u>	<u>21,726</u>	<u>18,840</u>
Receivables from Exchange Transactions	10,906	238	201
Receivables from Non-Exchange Transactions	18,754	21,488	18,639
	<u>29,660</u>	<u>21,726</u>	<u>18,840</u>

## 9. Inventories

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Stationery	490	795	473
Uniforms	3,035	3,080	3,173
	<u>3,525</u>	<u>3,875</u>	<u>3,646</u>

## 10. Investments

The School's investment activities are classified as follows:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Current Asset			
Short-term Bank Deposits	60,425	20,000	80,000
Total Investments	<u>60,425</u>	<u>20,000</u>	<u>80,000</u>

## 11. Property, Plant and Equipment

	Opening Balance (NBV)	Additions	Disposals	Impairment	Depreciation	Total (NBV)
2021	\$	\$	\$	\$	\$	\$
Land	8,000	-	-	-	-	8,000
Buildings	62,468	-	-	-	(3,251)	59,217
Building Improvements	28,085	-	-	-	(870)	27,215
Furniture and Equipment	41,229	4,365	-	-	(8,479)	37,115
Information and Communication Technology	19,194	1,676	-	-	(7,678)	13,192
Leased Assets	4,128	1,469	-	-	(2,686)	2,911
Library Resources	32	-	-	-	(31)	1
<b>Balance at 31 December 2021</b>	<b>163,136</b>	<b>7,510</b>	<b>-</b>	<b>-</b>	<b>(22,995)</b>	<b>147,651</b>

The net carrying value of equipment held under a finance lease is \$2,911 (2020: \$4,128)

	2021 Cost or Valuation	2021 Accumulated Depreciation	2021 Net Book Value	2020 Cost or Valuation	2020 Accumulated Depreciation	2020 Net Book Value
	\$	\$	\$	\$	\$	\$
Land	8,000	-	8,000	8,000	-	8,000
Buildings	109,133	(49,916)	59,217	109,133	(46,665)	62,468
Building Improvements	34,820	(7,605)	27,215	34,820	(6,735)	28,085
Furniture and Equipment	152,901	(115,786)	37,115	148,536	(107,307)	41,229
Information and Communication Technology	74,102	(60,910)	13,192	72,426	(53,232)	19,194
Leased Assets	10,301	(7,390)	2,911	8,833	(4,705)	4,128
Library Resources	18,409	(18,408)	1	18,409	(18,377)	32
<b>Balance at 31 December</b>	<b>407,666</b>	<b>(260,015)</b>	<b>147,651</b>	<b>400,157</b>	<b>(237,021)</b>	<b>163,136</b>

## 12. Accounts Payable

	2021 Actual	2021 Budget (Unaudited)	2020 Actual
	\$	\$	\$
Creditors	2,965	1,845	1,614
Accruals	4,000	3,700	3,800
Employee Entitlements - Salaries	13,854	11,498	18,639
Employee Entitlements - Leave Accrual	454	372	531
	<b>21,273</b>	<b>17,415</b>	<b>24,584</b>
Payables for Exchange Transactions	21,273	17,415	24,584
Payables for Non-exchange Transactions - Taxes Payable (PAYE and Rates)	-	-	-
Payables for Non-exchange Transactions - Other	-	-	-
	<b>21,273</b>	<b>17,415</b>	<b>24,584</b>

The carrying value of payables approximates their fair value.



### 13. Revenue Received in Advance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Other Received In Advance	2,449	-	-
	<u>2,449</u>	<u>-</u>	<u>-</u>

### 14. Provision for Cyclical Maintenance

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Provision at the Start of the Year	25,411	18,556	21,796
Increase to the Provision During the Year	5,541	3,749	3,739
Adjustment to the Provision	24,007	-	(124)
Provision at the End of the Year	<u>54,959</u>	<u>22,305</u>	<u>25,411</u>
Cyclical Maintenance - Current	38,959	1,857	6,311
Cyclical Maintenance - Term	16,000	20,448	19,100
	<u>54,959</u>	<u>22,305</u>	<u>25,411</u>

### 15. Finance Lease Liability

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
No Later than One Year	2,815	2,811	3,138
Later than One Year and no Later than Five Years	839	4,900	2,256
Future finance charges	(250)	-	(495)
	<u>3,404</u>	<u>7,711</u>	<u>4,899</u>
<b>Represented by</b>			
Finance lease liability - Current	2,624	2,811	2,743
Finance lease liability - Term	780	4,900	2,156
	<u>3,404</u>	<u>7,711</u>	<u>4,899</u>

## 16. Funds Held (Owed) for Capital Works Projects

During the year the School received and applied funding from the Ministry of Education for the following capital works projects.

2021	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
AMS Combined Refurb	229002	-	33,545	(13,968)	-	19,577
Drainage System	230353	-	108,001	(116,232)	-	(8,231)
LSC & Fire Alarm Upgrade	220045	-	96,750	(70,604)	-	26,146
Solar Power	221630	-	21,049	(1,039)	-	20,010
Refurb, Re-roof, SIPS	221746	-	70,475	(78,306)	-	(7,831)
Totals		-	329,820	(280,149)	-	49,671

### Represented by:

Funds Held on Behalf of the Ministry of Education	65,733
Funds Due from the Ministry of Education	(16,062)
	<u>49,671</u>

2020	Project No.	Opening Balances \$	Receipts from MoE \$	Payments \$	Board Contributions	Closing Balances \$
Pool Fence	214502	(460)	460	-	-	-
Totals		(460)	460	-	-	-

## 17. Related Party Transactions

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

## 18. Remuneration

### Key management personnel compensation

Key management personnel of the School include all Board members, Principal, Deputy Principals and Heads of Departments.

	2021 Actual \$	2020 Actual \$
<i>Board Members</i>		
Remuneration	2,915	2,285
<i>Leadership Team</i>		
Remuneration	110,197	111,283
Full-time equivalent members	1.00	1.00
Total key management personnel remuneration	113,112	113,568

There are 4 members of the Board excluding the Principal. The Board had held 10 full meetings of the Board in the year. The Board also has Finance (5 members) and Property (5 members) that met 10 and 10 times respectively. As well as these regular meetings, including preparation time, the Presiding Member and other Board members have also been involved in ad hoc meetings to consider student welfare matters including stand downs, suspensions, and other disciplinary matters.

### Principal 1

The total value of remuneration paid or payable to the Principal was in the following bands:

	2021 Actual \$000	2020 Actual \$000
Salaries and Other Short-term Employee Benefits:		
Salary and Other Payments	100 - 110	100 - 110
Benefits and Other Emoluments	3 - 4	0 - 5
Termination Benefits	-	-

### Other Employees

The number of other employees with remuneration greater than \$100,000 was in the following bands:

Remuneration \$000	2021 FTE Number	2020 FTE Number
100 - 110	-	-
	0.00	0.00

The disclosure for 'Other Employees' does not include remuneration of the Principal.

## 19. Compensation and Other Benefits Upon Leaving

The total value of compensation or other benefits paid or payable to persons who ceased to be board members, committee members, or employees during the financial year in relation to that cessation and number of persons to whom all or part of that total was payable was as follows:

	2021 Actual	2020 Actual
Total	-	-
Number of People	-	-

## **20. Contingencies**

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2021 (Contingent liabilities and assets at 31 December 2020: nil).

### **Holidays Act Compliance – schools payroll**

The Ministry of Education performs payroll processing and payments on behalf of boards, through payroll service provider Education Payroll Limited.

The Ministry's review of the schools sector payroll to ensure compliance with the Holidays Act 2003 is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis and solutions have been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2021, a contingent liability for the school may exist.

## **21. Commitments**

### **(a) Capital Commitments**

As at 31 December 2021 the Board has entered into contract agreements for capital works as follows:

\$301,125 contract for the AMS Combined Refurb as agent for the Ministry of Education. This project is fully funded by the Ministry and \$33,545 has been received of which \$13,968 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$120,197 contract for the Drainage System as agent for the Ministry of Education. This project is fully funded by the Ministry and \$108,001 has been received of which \$116,232 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$109,375 contract for the LSC & Fire Alarm Upgrade as agent for the Ministry of Education. This project is fully funded by the Ministry and \$96,750 has been received of which \$70,604 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$23,387 contract for the Solar Power as agent for the Ministry of Education. This project is fully funded by the Ministry and \$21,049 has been received of which \$1,039 has been spent on the project to balance date. This project has been approved by the Ministry; and

\$78,957 contract for the Refurb, Re-roof, SIPS as agent for the Ministry of Education. This project is fully funded by the Ministry and \$70,475 has been received of which \$78,306 has been spent on the project to balance date. This project has been approved by the Ministry.

(Capital commitments as at 31 December 2020: Nil)

### **(b) Operating Commitments**

There are no operating commitments as at 31 December 2021 (Operating commitments at 31 December 2020: nil).

## 22. Financial Instruments

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

### Financial assets measured at amortised cost

	2021 Actual \$	2021 Budget (Unaudited) \$	2020 Actual \$
Cash and Cash Equivalents	106,883	87,369	49,175
Receivables	29,660	21,726	18,840
Investments - Term Deposits	60,425	20,000	80,000
Total Financial assets measured at amortised cost	196,968	129,095	148,015

### Financial liabilities measured at amortised cost

Payables	21,273	17,415	24,584
Finance Leases	3,404	7,711	4,899
Total Financial Liabilities Measured at Amortised Cost	24,677	25,126	29,483

## 23. Events After Balance Date

There were no significant events after the balance date that impact these financial statements.

## 24. Comparatives

There have been a number of prior period comparatives which have been reclassified to make disclosure consistent with the current year.

## 25. COVID 19 Pandemic on going implications

### Impact of Covid-19

During 2021 the country moved between alert levels. During February and March 2021 Auckland was placed into alert levels 3 and 2 and other parts of the country moved into alert level 2.

Towards the end of June 2021, the Wellington region was placed into alert level 2 for one week.

Towards the end of August 2021, the entire country moved to alert level 4, with a move to alert level 3 and 2 for everyone outside the Auckland region three weeks later. While Auckland has remained in alert level 3 for a prolonged period of time the Northland and Waikato regions have also returned to alert level 3 restrictions during this period.

### Impact on operations

Schools have been required to continue adapting to remote and online learning practices when physical attendance is unable to occur in alert level 4 and 3. Schools continue to receive funding from the Te Tāhuhu o te Mātauranga | Ministry to Education, even while closed.

However, the ongoing interruptions resulting from the moves in alert levels have impacted schools in various ways which potentially will negatively affect the operations and services of the school. We describe below the possible effects on the school that we have identified, resulting from the ongoing impacts of the COVID-19 alert level changes.

### Reduction in locally raised funds

Under alert levels 4,3, and 2 the school's ability to undertake fund raising events in the community and/ or collect donations or other contributions from parents, may have been compromised. Costs already incurred arranging future events may not be recoverable.

### Increased Remote learning additional costs

Under alert levels 4 and 3 ensuring that students have the ability to undertake remote or distance learning often incurs additional costs in the supply of materials and devices to students to enable alternative methods of curriculum delivery.

## Tangowahine School

### Members of the Board

<b>Name</b>	<b>Position</b>	<b>How Position Gained</b>	<b>Term Expired/ Expires</b>
Diana Drake	Presiding Member	Elected	Sep 2022
Huw Wainwright	Principal		
Richard Amoroa	Parent Representative	Co-opted	Feb 2021
Zoe Bryne	Parent Representative	Elected	Feb 2021
Nardeen Nobilo	Parent Representative	Elected	Sep 2022
Denise Nicholson	Parent Representative	Co-opted	Sep 2022
Kelly Drake	Parent Representative	Elected	Sep 2022
Amanda Ball	Staff Representative	Elected	Sep 2022

## **Tangowahine School**

### **Kiwisport**

Kiwisport is a Government funding initiative to support students' participation in organised sport. In 2021, the school received total Kiwisport funding of \$295 (excluding GST). The funding was spent on sporting endeavours.

School name: Tangowahine School		School number: 1105		
Focus:				
Give priority to student achievement in literacy and numeracy				
Strategic Aim: Priority 1				
Annual Aim:				
Improve achievement in reading, writing and numeracy with a focus on achievement relative to the Learning Progression Frameworks				
Target: To accelerate students in years 1-8 so that 100% are at the LPF.				
Baseline data: All Mathematics Data				
Progress	Well Below	Below	At	Above
PaCT maths SoY	4 (22%)	7 (39%)	6 (33%)	1 (6%)
PaCT maths EoY	4 (20%)	4 (20%)	11 (55%)	1 (9%)
Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)	
Continued to target specific groups of special needs. Implementation of school wide Start Write maths programme in 2021. NZ product linked to the NZ curriculum.		Student's that remain weak in Basic Facts knowledge do struggle across Number and the maths strands. Covid -19, home schooling & attendance	Something needs to be changed to become more successful. Targeted parents evening to assist learning from home	



Learning Support Funding from RTLB has paid for our initial set of workbooks.		Irregular attendance of some students post Covid.  Students with trauma based backgrounds not having their needs addressed, which limits their capacity to retain information due to heightened states. (68% of our students are trauma affected)  Transient nature of students flowing in and out of the school  New teacher maternity cover was weak at teaching maths.	Investigate programmes to support and boost student achievement.  Utilise CanDoMaths Number progression.
<b>Planning for next year:</b> <ul style="list-style-type: none"> <li>Continue the whole school on the START WRITE maths programme.</li> <li>Embed materials in the Jnr room, and progress onto Advanced Counting/Early Additive Strategies</li> <li>Use Basic Facts assessment tests from CanDoMaths (Formative/Summative Assessment).</li> <li>Have target groups with specific learning intentions.</li> <li>Utilise PaCT tool to report and advise parents on the child's next steps.</li> <li>Pause, Breathe, Smile programme to address well-being issue.</li> </ul>			

<b>Target:</b>  To accelerate students in years 1-8 so that 100% are at the LPF.			
<b>Baseline data: All Writing Data</b>			
Progress	Well Below	Below	At
PaCT writing EoY	12 (67%)	2 (11%)	3 (17%)
PaCT writing EoY	9 (45%)	3 (15%)	7 (35%)
			Above
			1 (6%)
			1 (5%)

<b>Target:</b>								
To accelerate students in years 1-8 so that 100% are at the LPF.								
<b>Baseline data: All Reading Data</b>								
Progress		Well Below Stage Prog.)	(No Cur.	Below Stage Progress)	(1-2 Cur. Stage Progress)	At Stage Progress)	Above Stage Progress)	Above (> 4 Cur.
PaCT reading SoY		8 (44%)		3 (17%)		5 (28%)	2 (11%)	
PaCT reading EoY		5 (25%)		4 (20%)		6 (30%)	5 (25%)	

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
National Library Books. Reading Laboratory. Duffy Books. Focused on oral literacy. Used STEM as a motivator. Used Assistive Tech when available.	55% of students progressed at or above expected levels. Student's attitudes and engagement in writing is more positive.	STEM approached is very hands on and engaging for the students, especially the boys. Focus effort on oral language has flowed through to the written language. Some students are very difficult to engage and motivate to write. Covid -19, home-schooling	Continue on with STEM resources Nat. Library, Journals and Connected series. Develop a programme that students can use to self-engage in their learning.

Actions (what did we do?)	Outcomes (what happened?)	Reasons for the variance (why did it happen?)	Evaluation (where to next?)
<p>Use of Assistive Tech when available.</p> <p>Mixed weekly approach, cameo, audio/visual stimulus, poetry, picture stimulus and recrafting/publishing</p> <p>National Library Books.</p> <p>Reading Laboratory.</p> <p>Duffy Books.</p> <p>Selected writing material/cameos to discuss writer's ideas, writing features, vocabulary &amp; thoughts and scaffold from.</p> <p>Focused on oral literacy.</p> <p>Used STEM as a motivator.</p> <p>Reciprocal Reading Groups. STEM. Preloading with prior knowledge, prediction making, vocabulary discussion.</p>	<p>40% at or above expectation.</p> <p>Pen control, grip, formation, fine motor skills is difficult for some students.</p>	<p>Students that are struggling with their reading and spelling often struggle to plan and record their ideas.</p> <p>Covid -19, home-schooling.</p> <p>Irregular attendance of some students post Covid.</p> <p>Students with trauma based backgrounds not having their needs addressed, which limits their capacity to retain information due to heightened states.</p> <p>Transient nature of students flowing in and out of the school.</p>	<p>Use of RTLB Learning Support Funding to support Reading Comprehension and Writing. Revisit and evaluate Sheena Cameron resources.</p> <p>Continue to investigate other tools/resources to engage the hard students.</p>
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>• STEM focus on reflective/transactional/procedural writing</li> <li>• Focus on presentation and being proud of your work.</li> <li>• Handwriting sessions (needs based)</li> <li>• Trauma support &amp; self-regulation strategies</li> <li>• Push Stepsweb and spelling programmes for target student</li> <li>• Pause, Breathe, Smile programme to address well-being issue</li> <li>• Give students writing features template to help improve the depth of their writing.</li> </ul>			

			<p>Irregular attendance of some students post Covid.</p> <p>Students with trauma based backgrounds not having their needs addressed, which limits their capacity to retain information due to heightened states.</p> <p>Transient nature of students flowing in and out of the school.</p>	
<p><b>Planning for next year:</b></p> <ul style="list-style-type: none"> <li>• Enviroschools &amp; Local Curriculum focus on language/reading material.</li> <li>• Trauma support &amp; self-regulation strategies</li> <li>• Push Stepsweb and spelling programmes for target students</li> </ul>				

*H. Houghton* 9/3/22  
*Principal*  
*D. Drake* 9/3/22  
*Board Chair*



## Kiwi Sport Funding Report for 2021

Tangowahine School received \$364.90 from the MOE as Kiwi Sport funding. Over 2021 the school engaged in various activities to promote physical activity and involvement in sport.

Term 1	Term 2	Term 3	Term 4
Swimsafe – Have a go day		Cross-Country (COVID cancelled)	Athletics (COVID cancelled)

Tangowahine School spent \$450 on sports and activities that included transport to venues, pool entry and sports equipment.

**INDEPENDENT AUDITOR'S REPORT  
TO THE READERS OF TANGOWAHINE SCHOOL'S  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 DECEMBER 2021**

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The Auditor-General is the auditor of Tangowahine School (the School). The Auditor-General has appointed me, Steve Bennett, using the staff and resources of Bennett & Associates, to carry out the audit of the financial statements of the School on his behalf.

### **Opinion**

We have audited the financial statements of the School on pages 2 to 19, that comprise the statement of financial position as at 31 December 2021, the statement of comprehensive revenue and expense, statement of changes in net assets/equity and statement of cash flows for the year ended on that date, and the notes to the financial statements that include accounting policies and other explanatory information.

In our opinion the financial statements of the School:

- present fairly, in all material respects:
  - its financial position as at 31 December 2021; and
  - its financial performance and cash flows for the year then ended; and
- comply with generally accepted accounting practice in New Zealand in accordance with Public Benefit Entity Standards Reduced Disclosure Regime.

Our audit was completed on 8 July 2022. This is the date at which our opinion is expressed.

The basis for our opinion is explained below. In addition, we outline the responsibilities of the Board and our responsibilities relating to the financial statements, we comment on other information, and we explain our independence.

### **Basis for our opinion**

We carried out our audit in accordance with the Auditor-General's Auditing Standards, which incorporate the Professional and Ethical Standards and the International Standards on Auditing (New Zealand) issued by the New Zealand Auditing and Assurance Standards Board. Our responsibilities under those standards are further described in the Responsibilities of the auditor section of our report.

We have fulfilled our responsibilities in accordance with the Auditor-General's Auditing Standards.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### **Responsibilities of the Board for the financial statements**

The Board is responsible on behalf of the School for preparing financial statements that are fairly presented and that comply with generally accepted accounting practice in New Zealand. The Board of Trustees is responsible for such internal control as it determines is necessary to enable it to prepare financial statements that are free from material misstatement, whether due to fraud or error.



In preparing the financial statements, the Board is responsible on behalf of the School for assessing the School's ability to continue as a going concern. The Board is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless there is an intention to close or merge the School, or there is no realistic alternative but to do so.

The Board's responsibilities, in terms of the requirements of the Education and Training Act 2020, arise from section 87 of the Education Act 1989.

### **Responsibilities of the auditor for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements, as a whole, are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit carried out in accordance with the Auditor-General's Auditing Standards will always detect a material misstatement when it exists. Misstatements are differences or omissions of amounts or disclosures, and can arise from fraud or error. Misstatements are considered material if, individually or in the aggregate, they could reasonably be expected to influence the decisions of readers taken on the basis of these financial statements.

For the budget information reported in the financial statements, our procedures were limited to checking that the information agreed to the School's approved budget.

We did not evaluate the security and controls over the electronic publication of the financial statements.

As part of an audit in accordance with the Auditor-General's Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. Also:

- We identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- We obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control.
- We evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- We conclude on the appropriateness of the use of the going concern basis of accounting by the Board and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the School to cease to continue as a going concern.



- We evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- We assess the risk of material misstatement arising from the Novopay payroll system, which may still contain errors. As a result, we carried out procedures to minimise the risk of material errors arising from the system that, in our judgement, would likely influence readers' overall understanding of the financial statements.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Our responsibilities arise from the Public Audit Act 2001.

### **Other information**

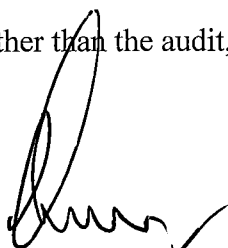
The Board is responsible for the other information. The other information comprises the Analysis of Variance, the Kiwisport Statement, the List of Trustees and Statement of Responsibility but does not include the financial statements, and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and we do not express any form of audit opinion or assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information. In doing so, we consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated. If, based on our work, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### **Independence**

We are independent of the School in accordance with the independence requirements of the Auditor-General's Auditing Standards, which incorporate the independence requirements of Professional and Ethical Standard 1: *International Code of Ethics for Assurance Practitioners* issued by the New Zealand Auditing and Assurance Standards Board.

Other than the audit, we have no relationship with or interests in the School.



**Steve Bennett**

**BENNETT & ASSOCIATES**

On behalf of the Auditor-General  
Whangarei, New Zealand

